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HOW TO USE THIS BOOK

Young children are curious about and extremely sensitive to their environment. They instinctively push and pull; take apart and attempt to put together again; smell, taste and feel things around them. 'Why', 'what', 'when', 'where' and 'how' are words they use naturally and often. It is this interaction with the environment that grown-ups can either nurture and encourage or inhibit and retard.

Time to question, explore, wonder and ponder is basic to the creative nourishment of the scientific attitude in young children. As they discover each new scientific marvel, they should not be pushed to abandon an interest before their natural curiosity has been satisfied. As children are provided with time and help to see relationships and arrive at satisfactory conclusions based on their own observations, explorations and questioning, the foundation for scientific thinking and action in later life is being built.

At no time in life is it more important for children to understand the world in which they live and their own roles in it. It is at this developmental level that children are building the feelings about themselves that will be with them for the rest of their lives. The security that is to be gained from the understanding of conception, birth and death as natural and normal and from acceptance of themselves as biological organisms with bodily needs comparable to all like organisms is reassuring to the young child. This understanding can be broadened to include proper health and safety measures as well as to enhance the development of a satisfying and expanding self-concept.

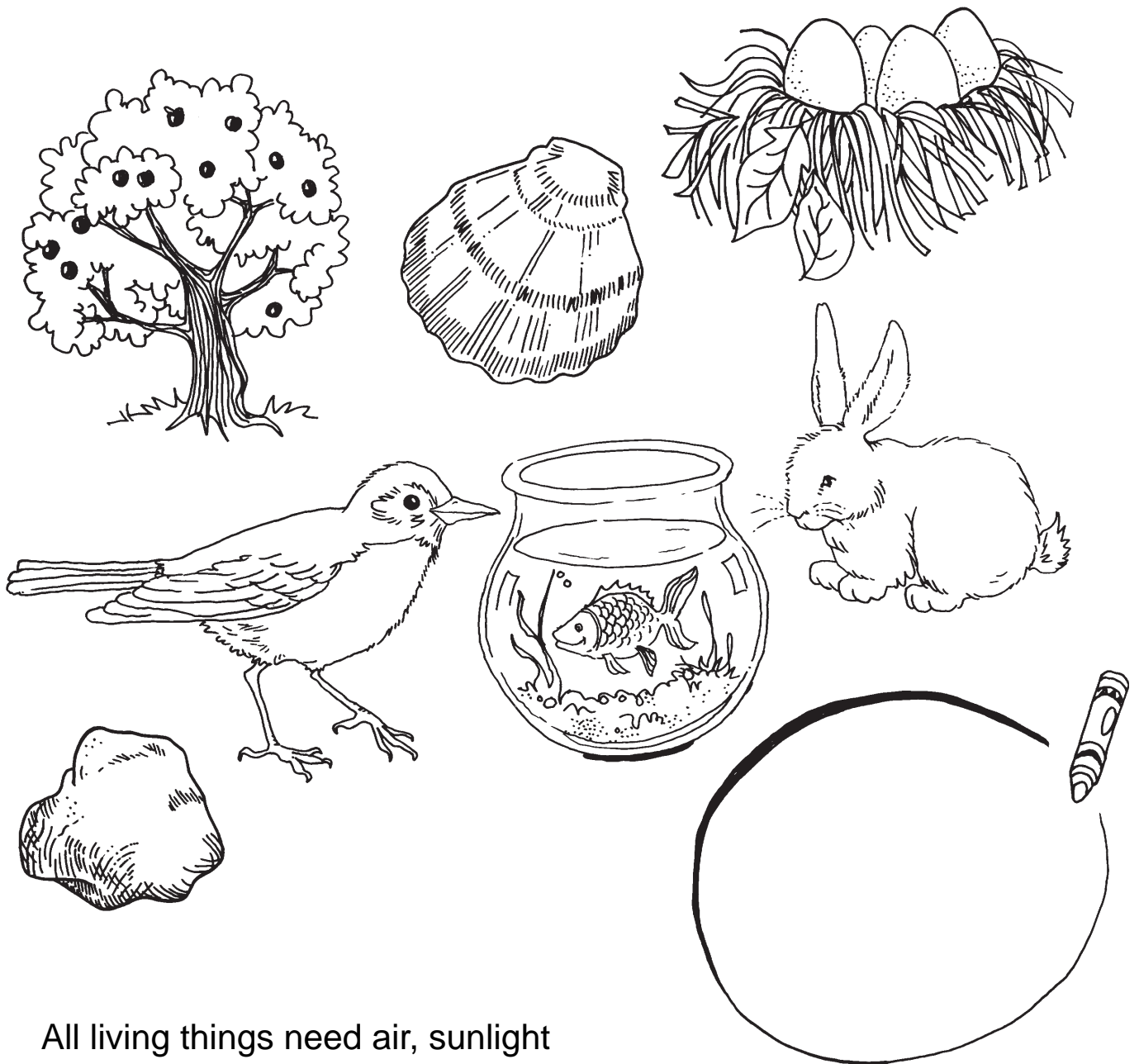
Exposure to television, radio and adult conversation enable today's children to accumulate an awesome body of scientific knowledge long before they are ready for school. Often they form false impressions from information gained in this manner.

The purpose of this book is to give children concrete experiences designed to help them sort out and make meaningful use of scattered knowledge and isolated concepts as well as to develop new insights and understandings.

The activities have been structured to encourage an open and creative approach to problem solving and to result in the development of broad major concepts of a scientific nature. They have been planned to correspond to the specific interests of the creative preschool child. Their goal is to encourage children to learn to form generalisations that will be helpful as they expand their horizons and move on to new levels of curiosity and greater interest in understanding themselves and their world. The units may be presented in any order desired so long as the entire unit is treated as a whole and completed in the proper order before another is started. The activities within each unit are developmental in nature and should be completed in the sequence in which they are arranged.

Many opportunities to explore the wonders of nature first hand; to experiment with 'real materials'; to gain sensory images in feeling, seeing, touching, tasting and smelling; and to verbalise these experiences will extend the use of this book immeasurably. As the children are led into paths of divergent thinking, presented with more than one alternative as a possible solution to problems and internalised the concepts being gained from observation, experimentation and classification they will develop the desired scientific attitude. More importantly, they will be busy, creatively engaged youngsters capable of enjoying life to the fullest.

Living and non-living things



All living things need air, sunlight
and water to grow.

Some living things are plants.

Some living things are animals.

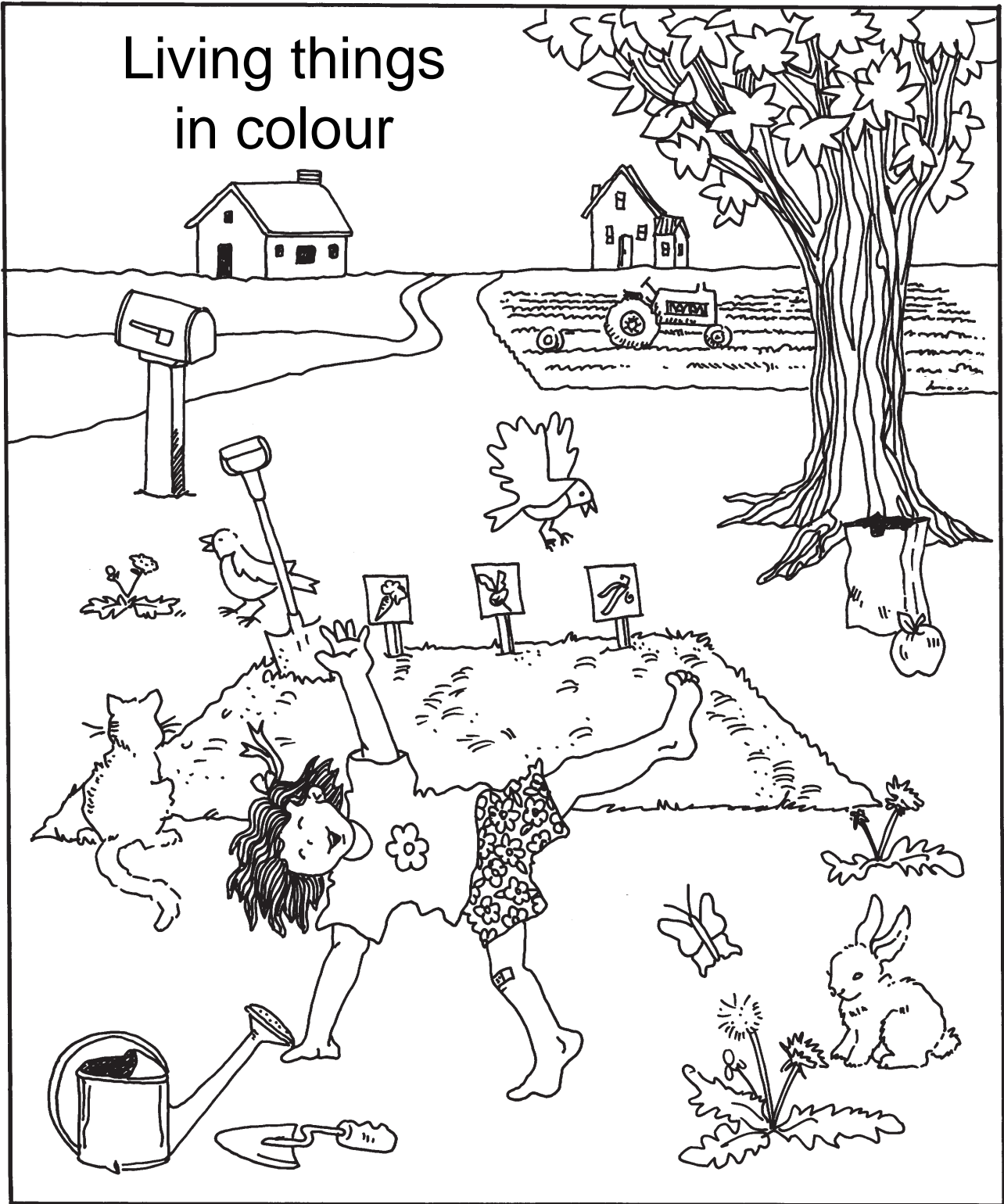
Draw a circle around the pictures of living things.

Colour the plants.

Draw and colour one more non-living thing.

Name _____

Living things in colour



Colour ten living things.

Draw circles around ten non-living things.

Name _____

Plant parts

Most plants have four parts.

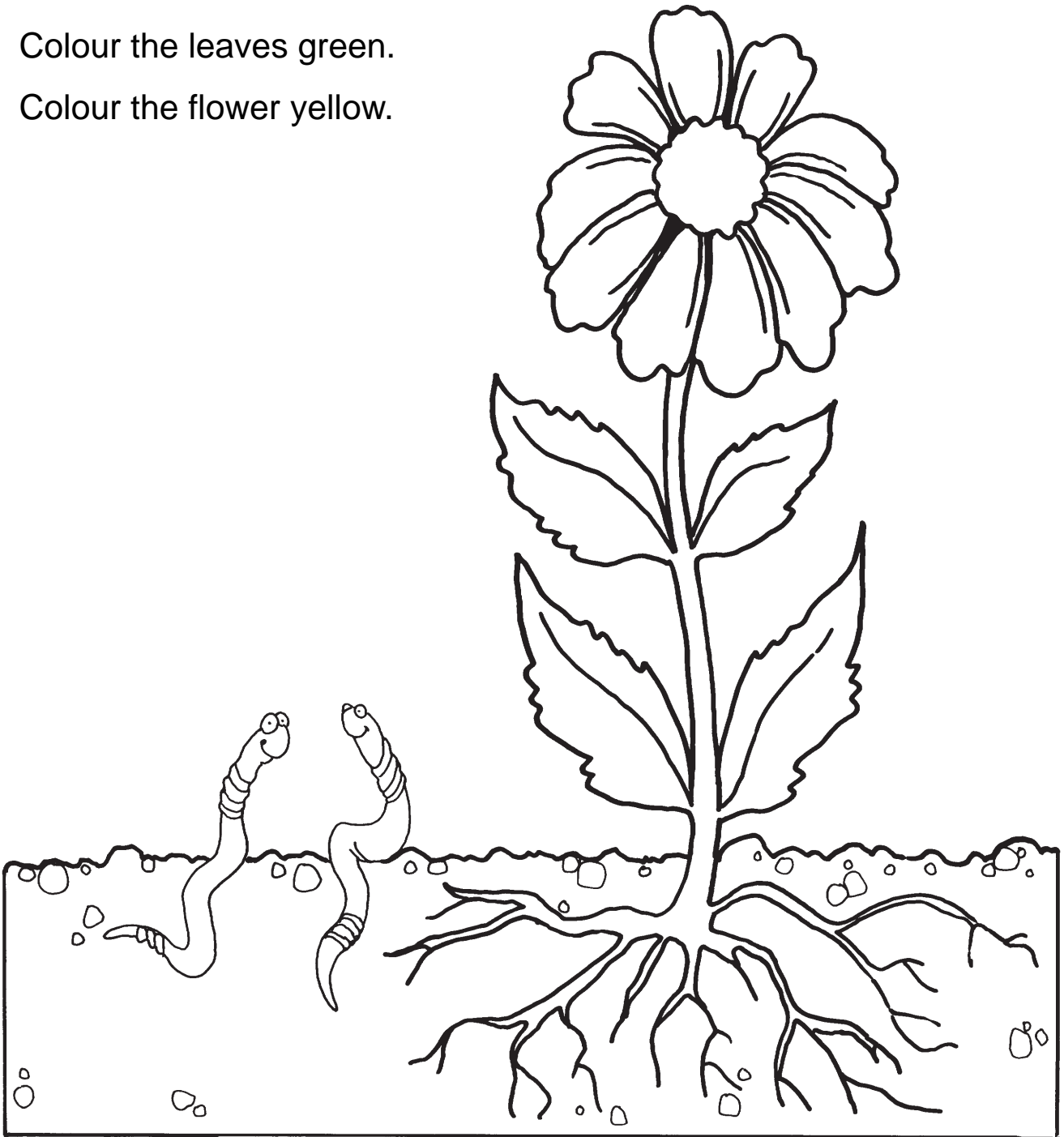
They are roots, stem, leaves and flowers or fruit.

Colour the roots black.

Colour the stem brown.

Colour the leaves green.

Colour the flower yellow.



Name _____